

INDEX

Volume Twenty-nine (1983)

Issue 1	1-114
Issue 2	115-236
Issue 3	237-373
Issue 4	374-495

- ALLEY, THOMAS R. Infantile head shape as an elicitor of adult protection. 411-427.
- ANDERSON, ARIEL L. H. See PRAWAT, RICHARD S.
- ANDERSON, ARIEL L. H., & PRAWAT, RICHARD S. When is a cup not a cup? A further examination of form and function in children's labeling responses. 375-385.
- ANGLIN, JEREMY M. See CURRIE-JEDERMANN, JANICE L.
- ASHER, STEVEN R. See RENSHAW, PETER D.
- BANKS, MARTIN S. See DANNEMILLER, JAMES L.
- BATES, JOHN E. Issues in the assessment of difficult temperament: A reply to Thomas, Chess, and Korn. 89-97.
- BERKOWITZ, MARVIN W., & GIBBS, JOHN C. Measuring the developmental features of moral discussion. 399-410.
- BERNDT, THOMAS J. Correlates and causes of sociometric status in childhood: A commentary on six current studies of popular, rejected, and neglected children. 439-448.
- BLYTH, DALE A. Surviving and thriving in the social world: A commentary on six new studies of popular, rejected, and neglected children. 449-458.
- CAIRNS, ROBERT B. Sociometry, psychometry, and social structure: A commentary on six recent studies of popular, rejected, and neglected children. 429-438.
- CAMPOS, JOSEPH J. The importance of affective communication in social referencing: A commentary on Feinman. 83-87.
- COIE, JOHN D., & DODGE, KENNETH A. Continuities and changes in children's social status: A five-year longitudinal study. 261-282.
- COLBY, ANNE, & DAMON, WILLIAM. Listening to a different voice: A review of Gilligan's *In a Different Voice*. 473-481.
- CURRIE-JEDERMANN, JANICE L., & ANGLIN, JEREMY M. The concrete to abstract progression revisited: Evidence based on release from proactive inhibition task. 209-225.
- DAMON, WILLIAM. See COLBY, ANNE.
- DANIELS-BEIRNESS, TINA. See RUBIN, KENNETH H.
- DANNEMILLER, JAMES L., & BANKS, MARTIN S. Can selective adaptation account for early infant habituation? 151-158.
- DE LISI, RICHARD. Developmental and individual differences in children's representation of the horizontal coordinate. 179-196.
- DELUGACH, JUDY D. See DODGE, KENNETH A.

- DENNEY, NANCY W. Change and stability: A review of Baltes and Brim's *Life-Span Development and Behavior*. 485-490.
- DODGE, KENNETH A. See COIE, JOHN D.
- DODGE, KENNETH A., SCHLUNDT, DAVID C., SCHOCKEN, IRIS, & DELUGACH, JUDY D. Social competence and children's sociometric status: The role of peer group entry strategies. 309-336.
- FEHRENBACH, PETER A. See THELEN, MARK H.
- FEINMAN, SAUL. How does baby socially refer? Two views of social referencing: A reply to Campos. 467-471.
- FRAUTSCHI, NANETTE M. See THELEN, MARK H.
- GANT, NORMAN F. See LASKY, ROBERT E.
- GERSHMAN, ELAINE S., & HAYES, DONALD S. Differential stability of reciprocal friendships and unilateral relationships among preschool children. 169-177.
- GIBBS, JOHN C. See BERKOWITZ, MARVIN W.
- GREHAM, FRANK M. Situational specificity, correspondence, and social validity: A commentary on Renshaw and Asher. 459-465.
- HAYES, DONALD S. See GERSHMAN, ELAINE S.
- HEARTWELL, STEPHEN. See LASKY, ROBERT E.
- HYMEL, SHELLEY. Preschool children's peer relations: Issues in sociometric assessment. 237-260.
- KOPP, CLAIRE B. Child survivors: A review of two books by Werner and Smith. 99-108.
- KRASINSKI, DEBRA. See LASKY, ROBERT E.
- LADD, GARY W. Social networks of popular, average, and rejected children in school settings. 283-307.
- LANE, DAVID M., & PEARSON, DEBORAH A. Can stimulus differentiation and salience explain developmental changes in attention? A reply to Hagen and Wilson, Jeffrey, and Odom. 227-233.
- LASKY, ROBERT E., TYSON, JON E., ROSENFELD, CHARLES R., PRIEST, MELODY, KRASINSKI, DEBRA, HEARTWELL, STEPHEN, & GANT, NORMAN F. Principal component analyses of the Bayley Scales of Infant Development for a sample of high-risk infants and their controls. 25-31.
- LAUB, KAREN WADE. See WOROBEY, JOHN.
- MCCABE, MARY ANN, & UZGIRIS, INA C. Effects of model and action on imitation in infancy. 69-82.
- MILLER, DAVID J. See THELEN, MARK H.
- NELSON, KATHERINE. Concepts, words, and experiments: Comment on "When is a cup not a cup?" by Anderson and Prawat. 387-394.
- NEWBERGER, CAROLYN M. See NEWBERGER, ELI H.
- NEWBERGER, ELI H., & NEWBERGER, CAROLYN M. Problems and prospects of a new profession: A review of Tuma's *Handbook for the Practice of Pediatric Psychology*. 483-484.
- PEARSON, DEBORAH A. See LANE, DAVID M.
- PRAWAT, RICHARD S. See ANDERSON, ARIEL L. H.
- PRAWAT, RICHARD S., & ANDERSON, ARIEL L. H. A reply to Nelson's comments on "When is a cup not a cup?" 395-397.
- PRIEST, MELODY. See LASKY, ROBERT E.
- RENSHAW, PETER D., & ASHER, STEVEN R. Children's goals and strategies for social interaction. 353-374.
- ROSENFELD, CHARLES R. See LASKY, ROBERT E.

- RUBIN, KENNETH H., & DANIELS-BEIRNESS, TINA. Concurrent and predictive correlates of sociometric status in kindergarten and grade 1 children. 337-351.
- SCHILMOELLER, GARY L. *See* WOROBEY, JOHN.
- SCHLUNDT, DAVID C. *See* DODGE, KENNETH A.
- SCHOCKEN, IRIS. *See* DODGE, KENNETH A.
- SEGINER, RACHEL. Parents' educational expectations and children's academic achievements: A literature review. 1-23.
- STETTNER, LAURENCE J. The state of the art in analyzing nonverbal behavior: A review of Scherer and Ekman's handbook. 109-113.
- STEWART, ROBERT B., JR. Sibling interaction: The role of the older child as teacher for the younger. 47-68.
- SURBER, COLLEEN F. *See* SURBER, JOHN R.
- SURBER, JOHN R., & SURBER, COLLEEN F. Effects of inference on memory for prose. 197-207.
- THELEN, MARK H., MILLER, DAVID J., FEHRENBACH, PETER A., FRAUTSCH, NANETTE M. Reactions to being imitated: Effects of perceived motivation. 159-167.
- TYSON, JON E. *See* LASKY, ROBERT E.
- UZGIRIS, INA C. *See* McCABE, MARY ANN.
- VON BARGEN, DONNA M. Infant heart rate: A review of research and methodology. 115-149.
- WOROBEY, JOHN, LAUB, KAREN WADE, & SCHILMOELLER, GARY L. Maternal and paternal responses to infant distress. 33-45.